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ABSTRACT

Continuing to respond to the increasing demand for the assessment of authentic language use, this book emphasizes that portfolios must first be useful and successful as part of instruction before they can be used effectively for assessment. Portfolios are presented as "working," not "show" portfolios, to promote the student's involvement in analyzing portfolio contents. The book aids in developing and training students as self-assessors so that they can monitor for themselves the effectiveness of their use of language. New for the second edition are: a cleaner, clearer design; a major revision of chapter 6; a new focus in chapters 7 and 8 on helping readers in constructing their own performance assessments; and bulleted summaries. Chapters are: (1) Why Portfolio and Performance Assessment?; (2) Confirming Beliefs and Making Decisions; (3) Deciding What Goes into the Portfolio; (4) Assessing Portfolio Contents; (5) Conferencing for Success; (6) Solving the Assessment Puzzle; (7) Constructing and Selecting Performance Assessments; and (8) Developing Rubrics and Anchor Papers. Appendixes contain answers to often asked questions about portfolio and performance assessment; a list of sources cited and other relevant reading; and reproducible models of records, note sheets, letters, and forms for easy use by practitioners. (RS)

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